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ABSTRACT

This learning module is designed to provide the prospective second-language teacher with an overview of the social and psychological factors affecting second-language learning and practical classroom application of this knowledge. The specific objectives of the module are to: (a) enable the student to explain the roles of attitude, age, aptitude, and teaching method, in the success of second-language acquisition; (b) define bilingual balance, linguistic dominance, and compound bilingualism; (c) explain second-language learning motivation of the Puerto Rican on the mainland in terms of cultural pluralism, integrative orientation, and instrumental orientation; and (d) design a teaching activity based on the major points considered in the module. Optional and required enabling activities are listed and pre- and post-assessment instruments are included. (HMD)

ED 095132

TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT
DR. PERRY A. ZIRKEL, DIRECTOR

MODULAR SEQUENCE: ENGLISH AS A SECOND LANGUAGE METHODS AND TECHNIQUES

TTP 001.04 PSYCHOLOGY AND SECOND-LANGUAGE TEACHING: DETERMINING FACTORS OF SUCCESS

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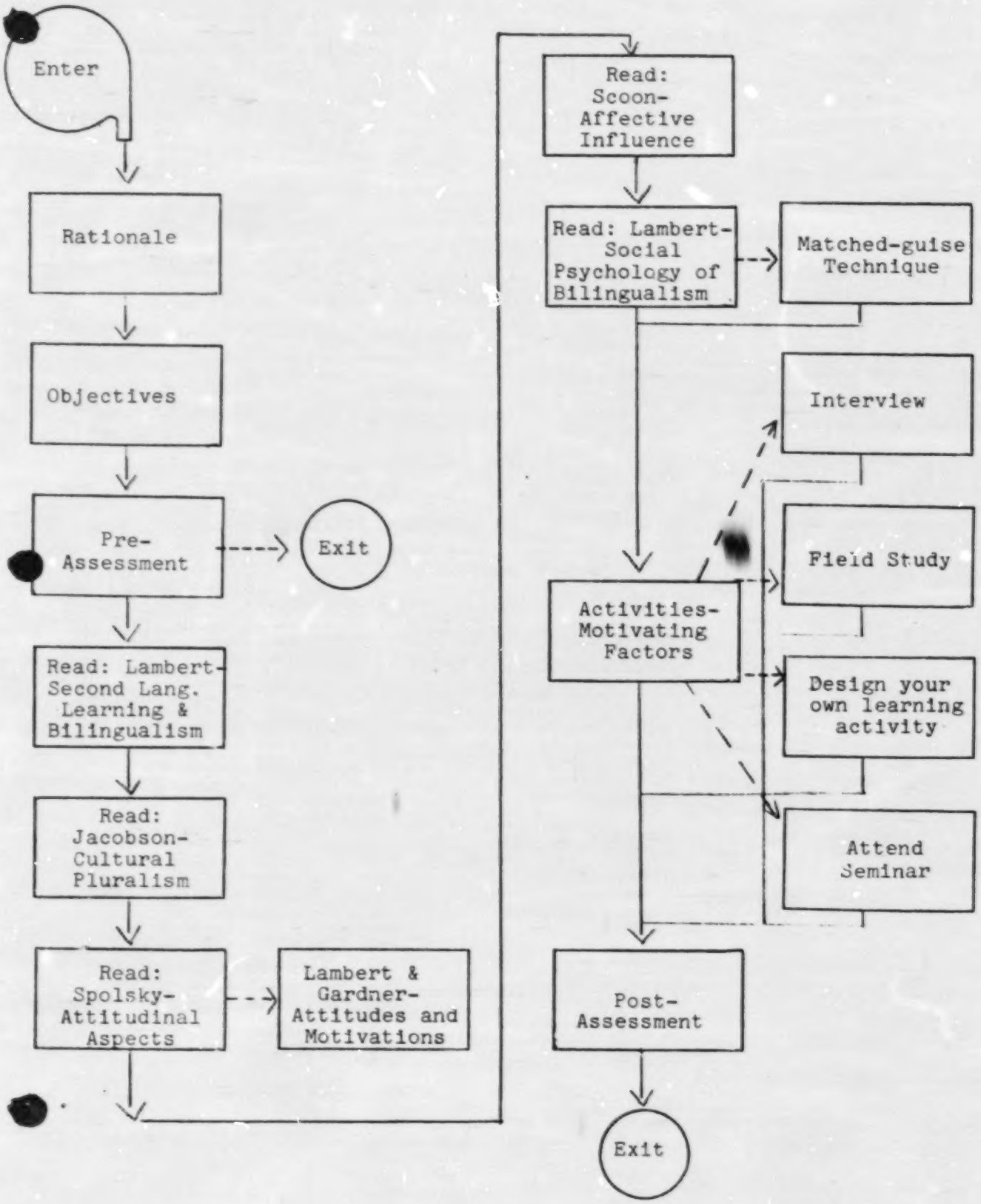
SP 008 310

SHEPHERD

PSYCHOLOGY AND SECOND LANGUAGE LEARNING

Determining Factors of Success

Part II



RATIONALE

Although there are gaps in our information concerning language learning, we can assert, with reasonable certainty, that every individual possesses a network of nerve cells that make it possible for him to acquire language. Further, we know that the first language is internalized from the immediate environment by the child. The second-language learner, however, faces a series of factors other than the linguistic ones which help to determine his success in acquiring the new language.

This unit of work will provide the participant with an overview of the social and psychological factors affecting second-language learning and practical classroom applications.

OBJECTIVES

Given a series of learning activities on determining factors of success in second-language learning, the participant will be able to:

- -explain the role of the following factors of success in second-language acquisition:
  - -attitude
  - -age
  - -aptitude
  - -method
- -define the following:
  - -"bilingual balance"
  - -"linguistic dominance"
  - -"compound bilingualism"
- -explain second-language learning motivation of the Puerto Rican on the mainland in terms of the following:
  - -cultural pluralism
  - -integrative orientation
  - -instrumental orientation
- -design a teaching activity based on the major points considered in this unit of work.

PRE-ASSESSMENT

To assess your prior mastery of the terminal objectives of this unit of work, complete the following exercise. Your performance on this assessment will determine which learning tasks you are to perform.

Directions: Answer the following questions according to the directions noted in each:

I. What is the role of each of the following factors of success in second-language acquisition?

   A. Attitude

   B. Age

   C. Aptitude

   D. Method

II. Define the following and explain the relevance of each in second-language learning:

   A. "Bilingual balance"

   B. "Linguistic dominance"

   C. "Compound bilingualism"

III. Explain second-language learning motivation of the Puerto Rican on the mainland in terms of the following:

   A. Cultural pluralism

   B. Integrative orientation

   C. Instrumental orientation

I. Required:

A. Read:

Wallace E. Lambert, "On Second-Language Learning and Bilingualism," The Modern Language Journal, XLVII (March, 1973), 114-121.

Activity: Consider the following as you read:

1. What is Lambert's concept of "bilingual balance?"

2. What is "linguistic dominance?"

3. What is "compound bilingualism?"

4. What is Lambert's "theory of identification?"

B. Read:

Rudolfo Jacobson, "Cultural Linguistic Pluralism and the Problem of Motivation," TESOL Quarterly V (December, 1971), 265-284.

Activity: Jacobson reports that a person cannot be motivated properly to learn Standard English unless he conceives of America as a pluralistic society. How do you feel about this statement? Substantiate your point of view.

C. Read:

Bernard Spolsky, "Attitudinal Aspects of Second-Language Learning," in Russell and Campbell Teaching English as a Second Language: A Book of Readings (New York: McGraw-Hill Book Co., 1972), pp.403-414.

Activity: Focus your attention on the following questions:

1. What were the objectives and conclusions of Spolsky's study?

2. In addition to attitude, what are the other three factors discussed in Spolsky's article that are determiners of success in foreign language acquisition? How would you rank these four factors in importance? Why?

D. Read:

Anabelle R. Scoon, "Affective Influence on English Language Learning Among Indian Students," TESOL Quarterly, V (December, 1971), 285-291.

Activity: Motivation has been called the most important variable in foreign language learning. Of the possible motivators, that of desire for integration with the culture of speakers of the language correlates most highly with learning success. Comment, substantiating your argument.

E. Read:

Wallace E. Lambert, "A Social Psychology of Bilingualism," in Allen and Campbell, Teaching English as a Second Language: A Book of Readings (New York: McGraw-Hill, 1972), pp. 385-402.

Activity: Focus your attention on the following questions:

1. What is Lambert's matched-guise technique?

2. Lambert reports that a student's degree of "integrative orientation" toward a particular cultural group may reflect his parents' attitudes. What are other possible determiners of a student's attitudes?

F. Activities:

1. Comment on the following statement:

   Puerto Rican students on the mainland are faced with a need to integrate to a certain extent with speakers of English. Their hopes for jobs and social advancement largely depend on their success in coping with the language and culture of the larger society.

2. Prepare a brief essay on some of the factors in the Puerto Rican life situation in your area which may discourage an integrative motivation.

II. Optional:

A. Wallace E. Lambert and R.C. Gardner, Attitudes and Motivations in Second Language Learning (Rowley, Mass: Newbury House Publishers, Inc., 1971).

Activity: Prepare an essay on the following question:

How would knowledge of social and psychological implications strengthen language teaching?

B. Activity: Use Lambert's matched-guise technique with two groups of appropriate subjects with whom you are acquainted. State your aims in using this technique and the human and material resources required. Submit the results of your study to your module coordinator for evaluation and feedback.

C. Activity: Design an interview format to be used in determining motivating factors for learning English as a second language in the Puerto Rican community in your area. Field test your format and report the results to your module coordinator.

D. Activity: Conduct a brief field study to determine the motivating factors for learning English as a second language in the Puerto Rican community in your area. Visit local ESL, bilingual, and adult-education programs to collect your data.

E. Design your own learning activity.

F. Attend a seminar as scheduled by your module coordinator.

POST-ASSESSMENT

Directions: Answer the following questions in a short essay format:

I. What is the role of each of the following factors of success in second-language acquisition?

A. Attitude

B. Age

C. Aptitude

D. Method

II. Define the following and explain the relevance of each in second-language learning:

A. "Bilingual balance"

B. "Linguistic dominance"

C. "Compound bilingualism"

III. Explain second-language learning motivation of the Puerto Rican on the mainland in terms of the following:

A. Cultural pluralism

B. Integrative orientation

C. Instrumental orientation

IV. Design a teaching activity for a specific group of Puerto Rican Spanish-speakers based on the main points considered in this unit of work.

Submit your activity to your module coordinator for evaluation.

Competency will be certified when your module coordinator has ascertained that the submitted post-assessment is of acceptable quality.

Remediation: Alternate learning activities are available on a contractual basis with the module coordinator.

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1. Allen, Harold B. and Russell N. Campbell. Teaching English as a Second Language: A Book of Readings. New York: McGraw-Hill Book Co., 1972.

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